

Mainstream Alternative Provision Review

School	Clyst Vale	Headteacher	Kevin Bawn (Paul Sutton –Deputy Principal, Pastoral for this visit)
Date of Review	4 th December 2019	Lead Teacher	Lois Angell
		SENCO	Gaby Long

Rationale

Babcock LDP, on behalf of the DCC Commissioner for SEN provision will routinely carry out reviews of provision to ensure quality and effectiveness and to identify where development needs to be undertaken. This includes monitoring provision both in individual settings and as a strategic overview for ensuring appropriate provision across the county. In short, this review forms part of an ongoing quality assurance cycle.

The information in this report has been drawn from the following sources;

- An interview with the Sensory Hub Teaching Assistant
- A discussion with the Sensory Hub Teacher/SENCO
- Observation of mainstream lessons including sensory hub pupils.
- Discussion with pupils in the Sensory Hub and mainstream lessons
- Discussion around data and whole school context of SEND

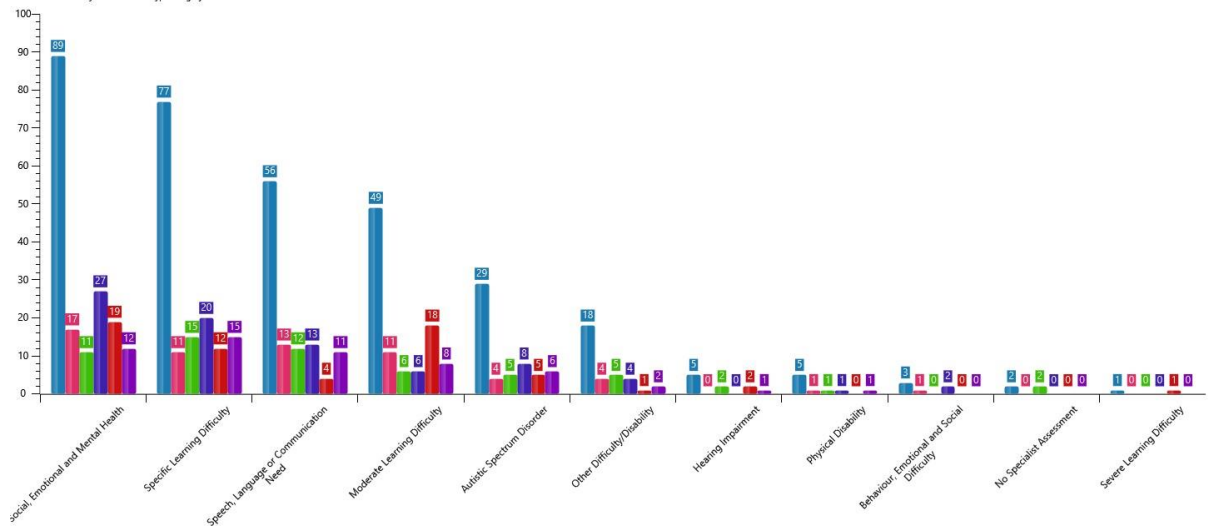
Number on roll	Number of SEN	Number at SEN Support	Number with EHCP/Statement	Number in Sensory Hub
862	144	116	28	4

Context

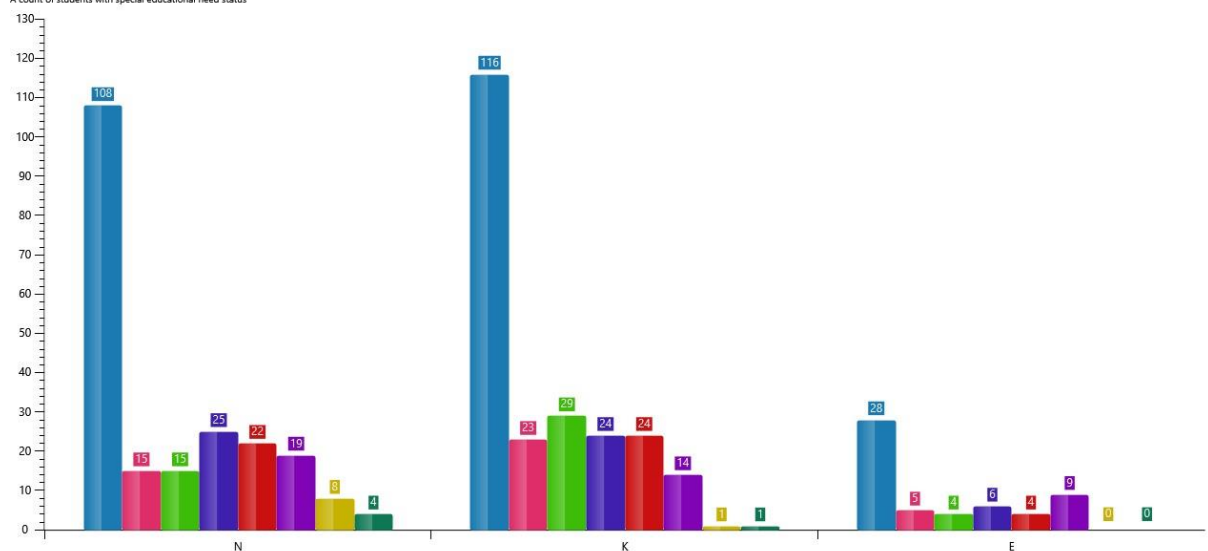
Clyst Vale is a slightly smaller than average-sized secondary school with a specialist resourced provision for pupils with hearing impairments, a Hearing Support Centre (HSC). There are currently four pupils placed within this provision: two in Year 8, one in Year 10 and one in Year 11.

The graphs below detail the make-up of the whole school SEND cohort.

Students by SEN Need Type Category
A count of students by their SEN need type category



Student by SEN Status
A count of students with special educational need status



The proportion of pupils with SEND is 15.9%, slightly higher than National at 14.9% (Jan 2019) and approximately 9.9% FSM compared to an average of 15.4% Nationally (Jan 2019)

Clyst Vale Community College is an academy school with 862 pupils. The school is a Rights Respecting School (Silver level 2019). The school leaders are keen to demonstrate that Clyst Vale is an inclusive school and are also keen to ensure that the Hearing Support Centre (HSC) makes the formal transition to a Multi-Sensory Impairment Centre through clarity and sign-off between the Local Authority (LA) and the school's Service Level Agreement, (SLA) with the LA. The leadership team is established although the SENCo has not been in post as long and is not yet part of the senior leadership team.

The school was last inspected in October 2019 and judged to be Requires Improvement (RI). Judgement of areas was: Quality of Education – RI; Behaviour & Attitudes – Good;

Personal Development – Good; Leadership and Management – RI; Sixth-form Provision – Good. The previous Ofsted inspection had been judged Good.

Quality of Provision

The school have a SEND staffing structure which supports inclusion: a HSC teacher who is suitably qualified and experienced, a SENCo for the main school who liaises regularly with the HSC teacher, a senior staff member who is: Deputy Principal, SEND Lead and Designated Safeguarding Lead (DSL). This allows for a SEND 'voice' on the senior leadership team. There is also a HSC Teaching Assistant who is available and onsite every day.

Weekly mentoring sessions for the HSC students with the lead teacher allow a check in with students and identify difficulties which can be followed up on immediately. The student files show good evidence of ongoing discussion and 'ironing out' of issues related to curriculum and classroom barriers that they may face. Pupil voice is strong in this respect.

During the learning walk several classes and learning environments were observed. The school has acoustic tiles and portable 'sound field' systems but unfortunately these are not in use due to set-up issues. There was some evidence of clutter-free spaces but this wasn't consistent and displays are not always accessible or set up with visual cues. This is something that the team wish to focus on for the next half term. An environment audit is a recommendation that the school will wish to consider.

In one class we observed a Year 10 HSC pupils sat centre/front and engaging well with the lesson. This pupil is on track for Level 5s and 6s. A HSC pupil in another lesson was not seated where they should have been and was moved by the teacher. Although she had her ALD in her bag it was not in use.

All classrooms visited had a quiet and calm atmosphere making it conducive to learning for any pupil, including a pupil with a hearing impairment. In one art lesson, the teacher modelled back the pupil response word for word and supported the pupil in formulating a correct response to giving a reason for what makes a picture surreal.

The HSC teaching assistant attends some lessons with HSC pupils, where it is necessary but this is not always the case and there is a good degree of independence from the pupils. The HSC building itself provides a safe and known space for the pupils to meet in and bring friends. This is particularly important at the start of the day. The 1:1 tutoring that happens in it from the HSC teacher and TA is invaluable in terms of focused and bespoke input for their learning journey and what might be needed in order to be successful with their next steps. This is the model, rather than students being taught discretely in the HSC. The staff support them in their mainstream integration. There is evidence within the HSC of different jobs and areas of life that previous students have become involved with which serve as aspiration for current HSC students. There is also opportunity for students (across the school as well as from the HSC) to gain qualifications in alternative subject areas and some of these include: ASDAN, Prince's Trust, Bicton College animal care, motor vehicle, hair and beauty.

Partnership with Parents

The HSC staff maintain regular contact with families via email. Some of the correspondence was noted and reads positively. The HSC teacher is involved in transition for pupils and is at open evening events at the school, as is the SENCo. Where relevant to the HSC, individual tours take place and the lead teacher also leads on TAF meetings for any HSC pupil.

The school may wish to consider formalising the communication with HSC parents so that there is clarity for all about what to expect when a pupil starts.

Progress and Outcomes for Pupils

The school have access to a range of data for tracking the progress and attainment of pupils. This was unfortunately not prepared for the visit so had to be taken away to analyse or was provided at the time shortening the time that could be spent in discussion about it.

Progress & attainment – HSC students

	Student 1 Year 8	Student 2 Year 10	Student 3 Year 10	Student four Year 11
SEND average points	0.0	0.84	0.84	-0.39
Student progress point	-0/2	1.44	1.16	0 (on target)
Notes	Additional SEMH needs On track for attainment although slightly below in Art, English and Music	Above target grades in all subjects	Above target grades for all subjects except Art and History	Working at target grades or above
Attendance	97%	100%	100%	100%

There are no concerns around progress and attainment for the HSC pupils but the school will want to particularly maintain focus on the Year 8 student to ensure that the progress data and attendance figures do not drop further.

SEND Support data 2019 – Devon and school

School	No. of SEND Support	Progress 8	Attainment 8	9-5 English & Mathematics GCSE	9-4 English & Mathematics GCSE
Devon	765	-0.68	30.18	12.5%	22.9%
Clyst Vale Community College	21	-1.23	23.42	9.5%	23.8%

The Progress 8 and attainment 8 scores for the school are significantly below Devon figures for 2019. However the GCSE grades 9-4 are above Devon and close to Devon for GCSE grades 9-5.

Pupil Wellbeing and Safety

The HSC pupils are well integrated into the mainstream school and access/use the base to support their educational experiences as well as their wellbeing. One example of this is how they arrive before the start of the school each morning, with friends, for an informal meet and greet. The four students have strong friendship groups. During these times, the lead teacher take the opportunity to reinforce key concepts such as vocabulary or informally mentor them. Pupil voice is collected and the students have weekly mentoring meetings where they are able to discussing concerns with the lead teacher and these are then addressed.

All students are able to use their equipment independently and can troubleshoot when necessary. They know who to ask for support with this if and when needed. The HSC TA takes the lead on audiology.

All students are invited to meet other deaf CYP at an annual residential event which is organised by Babcock LDP. All students understand about the deafness and are responsible for their equipment/ hearing aids/cochlear implants.

All students know key staff they can talk to if they have any problems. The students have not experienced any bullying and the lead teacher & DSL meet regularly to look at pastoral support and concerns.

Quality Standards

The following is a summary based on the self-evaluation tool, (Quality Standards), prepared beforehand and discussed during the QA visit. Some of this information is threaded into the main report but is made explicit in this section for easy reference.

Quality Standards: summary of positive practice.

The Curriculum: The Lead HSC teacher links with main school class teachers and subject specialists to ensure that the individual needs of the students are identified and met in class. Individual progress is tracked termly and feeds into Annual Review meetings.

Teaching & Learning: Shows progress, academic achievement, and monitoring of the four students in the HSC.

An Inclusive School Environment: All four students are fully included within the mainstream school and it is evident that they have strong friendship groups with both their deaf and hearing peers.

Educational progress, attainment & expectations: All four students are making good or better progress and this is also better than other CYP with SEND across the school. Progress is monitored termly within the school. Attendance is very good – three at 100% and one at 97%.

Taking responsibility & making a positive contribution: Pupil voice is collected & the students have weekly mentoring meetings where they are able to discussing concerns with the Lead HSC teacher and these are then addressed.

Keeping & feeling safe: All students know key staff they can talk to if they have any problems. The students have not experienced any bullying and the Lead HSC teacher & DSL meet regularly to look at pastoral support and concerns

Social & emotional well-being: All students are invited to meet other deaf CYP at an annual residential event which is organised by Babcock. All students understand about the deafness and are responsible for their equipment/ hearing aids/cochlear implants.

Enhancing economic prospects: Past students of Clyst Vale HSC have had positive experiences in terms of employment and achievement, The Yr 11 student has had CSW meetings and has a plan in place for post 16 education.

Vision & Planning: The HSC students are part of the mainstream school and both the Lead HSC teacher & TA have a good and positive working relationship and support network in place. They are both able to challenge school staff if there are issues relating to the four students

Financial management: Outcomes for the four students are being met and the 2 HSC staff are allocated to meet individual need e.g. weekly mentoring meetings, TA support in core subjects, 1:1 additional support for the Yr 11 student.

Staffing: This consists of 1 Lead HSC teacher (Teacher of the Deaf) – three days per week and one TA – four days per week.

Use of Technology: All students are able to use their equipment independently and can troubleshoot when necessary. They know who to ask for support with this if and when needed. The TA takes the lead on audiology.

Roles & responsibilities: There are good links between the HSC & mainstream school staff. The Lead HSC teacher leads on the annual reviews and TAF's for the four students. The Lead HSC teacher & parents of the four students have open lines of communication.

Service Level agreement: This is not completed even though it has been agreed by governors in principal, discussions are underway with regard to responsibility for training and equipment upgrades.

(The areas for development below are also included in the summary and recommendations section).

Areas for development within the Self Evaluation Tool:

Ongoing CPD for Lead HSC teacher & TA – upskilling to allow them to meet individual needs of four students e.g. Speech in Noise Assessment, Audiology and new technology – upgrades to new Assistive Listening Devices (ALDs). The Speech in Noise test should form part of the assessment process for the students.

Whole school training for staff – Deaf Awareness training so that ALL know & understand general HI needs of students.

BSL opportunities for students – lunchtime club with hearing peers. This is a request from some of the students.

Acoustic environmental audit is needed: Companies that can carry this out are:

- <https://www.adrianjamesacoustics.com/>
- <https://www.woollyshepherd.co.uk/acoustic-survey/>
- <https://www.novaacoustics.co.uk/sectors/education-acoustic-consultancy-services>
- <http://www.actacoustics.co.uk/sound-testing-in-devon.html>
- <http://impactacoustics.co.uk/devon/about-devon>
- https://www.acoustic-ltd.co.uk/get-in-touch?gclid=EAlaIQobChMI5fSc8faW5gIVmLPtCh0TPAI3EAAYASAAEgI-CvD_BwE

Safeguarding – Lead HSC teacher should be Level 3 and current safeguarding training needs updating.

School audiology policy is needed along with training and updates on new technology. This needs to include future planning for equipment repairs, replacements and upgrades

Outreach Delivery

Clyst Vale do not currently undertake outreach work as this is an optional part of the SLA.

Summary & Conclusion

The HSC is working well with its four students who are integrated well into the main school. The LA and school need to finalise/sign-off the SLA so that there is clarity about being a MSI hub and the level of training/expertise expected for this. The leadership team at the school are committed to inclusion, hold a desire to continue the hub provision and the students within it and advocate having this type of provision as part of the whole school offer.

Recommendations for the LA

- Clarify the amendments to the SLA suggested by the school, particularly around equipment and training of staff if they are expected to change status from an HSC to a Sensory Hub. There needs to be final clarification about whether or not the hub needs to have a QTMSI teacher if there are no MSI students.

Recommendations for School

- There should be compulsory training for all staff on deafness awareness and the classroom, which is currently optional and not well attended.
- There should be more opportunities for the Lead HSC teacher and TA to continue their own professional development.
- The HSC should be developed to be higher profile on the school website, including the celebration and inspiration of past students' achievements following their journey at Clyst Vale.
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<https://www.adrianjamesacoustics.com/>

<https://www.woollyshepherd.co.uk/acoustic-survey/>

<https://www.novaacoustics.co.uk/sectors/education-acoustic-consultancy-services>

<http://www.actacoustics.co.uk/sound-testing-in-devon.html>

<http://impactacoustics.co.uk/devon/about-devon>

https://www.acoustic-ltd.co.uk/get-in-touch?gclid=EAlaIQobChMI5fSc8faW5gIVmLPtCh0TPAI3EAAAYASAAEgl-CvD_BwE

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Regarding whole school SEND:

Clyst Vale recognise their priorities for whole school SEND and are working to improve as part of ongoing school practice.

This visit allowed a forum for verbal feedback which the school took on board. QA visits of specialist settings seek to identify how the specialist setting impacts and adds to quality whole school SEND practice.

This will be explored further at the next QA visit.